

Indicators of Reading Readiness

This form is designed to generate discussion about the student's ability to display prerequisite skills deemed necessary for reading.

Instructions:

Read each statement in the following sections and mark 'Yes' if the student regularly and independently demonstrates the skill in the statement. Mark 'No' if the student does not regularly demonstrate the skill or if the student requires assistance to complete the skill. Mark 'No Op' if the student has not had an opportunity to demonstrate this skill. If the skill appears to be EMERGING, place an 'E' in the 'No' column.

____ Check if the following applies: This form does not have to be completed if, for two consecutive years, the student has earned scores on the English-Language Arts section of the state mandated test within or above the basic range. Follow up with **Reading Media Preference** forms.

Prerequisites for ReadingCognitive/Language Development

Yes No No Op.

- | | | | |
|------|------|------|--|
| ____ | ____ | ____ | Cognitive ability is determined to be at five years of age or above, as determined by a cognitive assessment. |
| ____ | ____ | ____ | Touches top, bottom, front back and sides of an object on request. |
| ____ | ____ | ____ | Knowledge of left and right on his or her own body and on a page. |
| ____ | ____ | ____ | Understanding of "same" and "different" in a variety of contexts. |
| ____ | ____ | ____ | Ability to follow one-step directions, independently. |
| ____ | ____ | ____ | Curiosity about books (print or braille) is evident. (Pretends to read, touch braille, spontaneously looks at pictures, turns page.) |

Advanced Cognitive/Language Development

Yes No No Op.

- | | | | |
|------|------|------|---|
| ____ | ____ | ____ | Uses expressive vocabulary of several hundred words (may be oral, signed, or with use of an augmentative communication device). |
|------|------|------|---|

Advanced Cognitive/Language Development *continued*

Yes No No Op.

____ ____ ____ Understands that abstract symbols (may be tactile) or pictures represent words and experiences. Meaning has to be attached to experiences.

____ ____ ____ Ability to follow two-step directions that are sequential but not necessarily related. (i.e. Pick up the ball and get your coat.)

____ ____ ____ Awareness of the phonological properties of speech, such as rhyming and syllabification (ability to form or divide a word by syllables).

Development of Focused Attention

Yes No No Op.

____ ____ ____ Attention span is at least 10 minutes when engaged in an activity of interest.

____ ____ ____ Shows interest in, and attentiveness to, stories told or read aloud and to songs sung.

____ ____ ____ Ability to remain engaged in a task for 10 minutes while seated at a table.

Tactile Skill Development

Yes No No Op.

____ ____ ____ Willingness to touch a variety of materials, including a line of braille on a page.

____ ____ ____ Sufficient finger strength and dexterity to form braille characters, using a Perkins Braille Writer, note taker, or slate and stylus.

Tactile Skill Development *continued*

____ _

Shows skill dexterity in making a majority of the various hand movements.

Please circle: pushing, pulling, twisting, poking, tracing
squeezing, separating, joining, picking up, putting down, holding,
cutting, and pasting

____ _

Ability to use each hand independently in a coordinated manner to complete a task.

Please check if student will only be using one hand to read Braille
____ Right Hand ____ Left Hand

Summary Page for Indicators of Reading Readiness

Results from previous pages should be tallied and numbers filled in below. Using this information, complete the Summary Analysis.

Cognitive/Language Development:

Student demonstrates ___ out of ___ of these skills.

Advanced Cognitive/Language Development

Student demonstrates ___ out of ___ of these skills.

Development of Focused Attention

Student demonstrates ___ out of ___ of these skills.

Tactile Skill Development

Student demonstrates ___ out of ___ of these skills.

Summary Analysis

Based on the above analysis the student...

- a) is ready to begin/continue a reading program (See Reading Media Preference)

OR

- b) should continue to work on pre-reading skills
1. This assessment should be completed again in _____.
Focus on pre-reading to include:

OR

2. Functional literacy forms will be used to examine skills and progress (See Functional Literacy – Triennial Review and Functional Literacy – Review of Progress)